

RED HOUSE
SCHOOL

Year 7 Curriculum Booklet

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INTRODUCTION FROM THE HEAD


Dear Parents and Pupils

The purpose of this booklet is to give you information and advice about the Year 7 curriculum and academic arrangements at Red House School.

The first priority for all teachers of Year 7 pupils in September is to ease transition and to help pupils to settle into the pattern of work in the Senior School and to adjust to the new demands made upon them.

In some subjects this may mean that a short period of time is allocated to recapping familiar things from Year 6. However, the pace of work will quickly pick up and pupils can expect to be challenged academically.

Above everything else, we will expect pupils to be committed to doing their best at all times. Concentration and positive engagement in class, coupled with a conscientious approach to their homework, will be essential to them fulfilling their potential.



Dr Rebecca Ashcroft
Head

THE YEAR 7 CURRICULUM

The Year 7 curriculum is designed to be broad, varied and academically challenging, with priority given to traditional subjects. Pupils will have to cope with the demands of studying more subjects, with more teachers, and in a range of different rooms located around the Senior School site.

Pupils in Year 7 will have six 55-minute lessons each day. With a 20-minute break at 10.50am and a one-hour lunch at 1pm.

Subjects in Year 7 studied (the number of allocated lessons per week is shown in bracket):

Art (1)
Biology (1)
Chemistry (1)
Computing (1)
Design Technology (1)
English (4)
French (3)
Geography (1)
German or Spanish (3)
History (1)
Mathematics (4)
Music (1)
PHSE & RSE (1)
Physical Education & Games (5)
Physics (1)
Religious Studies (1)

All pupils also participate in the two timetabled Games afternoon sessions each week, choosing from a wide range of options.

Literacy and Numeracy may be appropriate for some pupils, rather than a second Modern Foreign Language.

TEACHING GROUPS

Forms:

On joining Year 7 in the Senior School, pupils are placed in one of three mixed ability teaching House forms. We have three academic Houses at Red House: Ragworth, Whorlton and Castle. Each House form will have a roughly equal balance of genders and abilities. It is worth noting that these are working groups, rather than social groups.

Sets:

In the beginning of the Spring Term, Year 7 pupils are placed into three teaching groups: Set 1, 2 or 3 for Science and Maths. The groups are constructed using each subject's assessments and how individual pupils have responded to the demand and pace of work during the Autumn Term of Year 7. Pupils will continue to be taught in mixed ability groups for all other subjects. Staff will continue to assess pupils throughout the year and movement between sets is possible.

Teaching staff continue to monitor closely the performance of pupils within the year group and ensure that they are all extended academically in order to reach their full potential.

THE HOUSE SYSTEM

The House system at Red House is a traditional feature of our School. The word 'House' refers to a grouping of pupils, rather than to a particular building. Pupils are divided into one of three houses: Ragworth, Whorlton, and Castle.

Pupils are assigned to an academic House on entrance to the School. Traditionally, however, once a pupil has been assigned to a House, any younger siblings he or she has may automatically become members of that House.

There are many significant benefits of our House system, notably in the following areas:

- Leadership: The House system gives the pupils many opportunities not just to mix with House members within their form, but also with the younger and older years, and it gives rise to many more chances for leadership opportunities and cooperation within School. For example, Senior and Junior House Captain.
- Collaboration: The House system gives children of all ages the opportunity to work together; creating a truly cohesive environment. It is not only pupils who are allocated a House, staff are also involved. Each member of staff will be assigned to one of the three academic Houses.
- Competition: The House system allows the opportunity for our pupils to enter into competitions with their peers, and this competing has numerous academic benefits, as well as social advantages. Competition enhances collegiality and encourages our pupils to improve and strive to be their very best. Related to this, the House system is inclusive of all learning types and interests.
- Identity: Friendly competition, via academic Houses, is also good for unity and collegiality, and developing an enhanced sense of belonging.
- Developing resilience: The House system provides a structure that is designed to help pupils function to the best of their ability in school and enrich each pupil's personal life by developing resilience, prompting independence, helping pupils make responsible choices, increasing their ability to function as a group and offering guidance and support in preparation to meet the intellectual, social and emotional demands of life as a young adult.

The House system exists to provide a system for friendly competition between pupils. House Points for academic achievement are also totalled up for comparison between the Houses. House teams compete in the following competitions throughout the School year (this list is not exhaustive, and may be subject to change):

- Sport (Rugby, Football, Netball, Hockey, Cricket, Athletics, Tennis, Swimming, etc.)
- Music
- Drama
- Debating
- House Maths Challenge
- House Board Games Competition - Teams of 4 from each House battle it out over Chess, Draughts, Snakes & Ladders and Connect 4 to see who will be crowned the House Board Games Champions
- House Spelling Bee
- House 'Bake Off'
- The Big Draw (art competition)
- House Robotics competition
- House charity events
- House community initiatives

ART

Overview

Year 7 pupils will be set a wide variety of tasks to offer a broad and balanced art-based curriculum. They will develop work inspired by several artists and movements to create an array of outcomes. They will build on key skills of drawing, painting and textiles through Batik, reviewing and modifying work as they progress.

Curriculum Content

Autumn Term:

Still Life: Pupils will start with the basics of drawing looking at the principles of look, think, draw. They will understand that an apple is unique and not round and circular vessels create ellipses. They will understand basic concepts of composition and layout and how to create depth and tone in their work using shading. Pupils will look at the work of Giorgio Morandi and Paul Cezanne and discuss their techniques and style of work. They will use all their learnt knowledge to create a still life shaded composition.

Spring Term:

Cubism: Following on from last term's Still Life project, pupils will look at the Cubist still life work of Georges Braques, John McTaggart, Juan Gris and Pablo Picasso. They will complete research and practical studies in support of the artists' work. They will then experiment with tonal qualities, experimenting with pencil and paint tests. They will then develop their own still life cubist painting looking at monochromatic tonal ranges.

Summer Term:

Under the Sea: Pupils will research the theme of Under the Sea, creating a PowerPoint of images and keywords associated with life under the sea. They will look at the work of Jan Kilpatrick and Vanessa Barragao, who are textile artists inspired by the theme. They will then look at designing an Under the Sea panel design suitable for a batik, looking at a creature and elements of colour and patterns for the background.

Assessment

During the year:

During the year: Work is assessed progressively throughout a project through the traffic light system we use in the department. Pupils will be set targets from these reviews and given areas to improve. Verbal feedback is also given on a lesson-to-lesson basis.

End of year examination:

Pupils will be given a drawing test, which will monitor the development of their drawing skills and understanding.

Supporting MAGT pupils

Projects will offer extension tasks, giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set allowing pupils of different abilities to achieve departmental expectations.

Contact details

For further details, please contact Mrs Fraser, Head of Art, at clare.fraser@redhouseschool.co.uk

BIOLOGY

Overview

Year 7 continue their discovery of how Science works, whilst studying the following topics: Cells, the Digestive System and Ecology. Pupils are given the opportunity to develop their practical skills alongside analysis, drawing conclusions, interpreting information and applying knowledge to novel contexts.

Curriculum Content

Autumn Term:

Cells
Microscopes

Spring Term:

Digestive System
Food Tests

Summer Term:

Ecology

Assessment

During the year:

Formative assessments occur continually in lessons and homework, through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer-mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be short assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects, where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

End of year examination:

The end of year examination will be a 1 hour written paper that assesses all work covered from the start of Year 7. This will include a variety of questions that include working scientifically and application of knowledge.

Supporting MAGT pupils

Pupils are encouraged to complete extension and challenge tasks in lessons. We also utilise university and museum outreach online lectures/activities, where possible, to extend learning.

Contact details

For further details, please contact Mrs Lindsay-Symington, Head of Biology, at sam.lindsay@redhouseschool.co.uk

CHEMISTRY

Overview

Year 7 continue their discovery of how science works whilst studying the following topics; Acids, Alkalis, Particles, Separating Mixtures and Water. Pupils are given the opportunity to develop their practical skills alongside their resilience, teamwork, and leadership skills.

Curriculum Content

Autumn Term:

Acids and Alkali

Spring Term:

Particles

Separating Mixtures

Summer Term:

Separating mixtures

Water

Assessment

During the year:

Formative assessments occur continually in lessons and homework through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer-mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be short assessments taken in the classroom, where pupils sit exam style questions. Tests may have synoptic aspects, where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

End of year examination:

The end of year examination will be a 1 hour written paper, that assesses all work covered from the start of Year 7. This will include a variety of questions that include working scientifically and application of knowledge.

Supporting MAGT pupils

Pupils are given the opportunity to participate in the Royal Society of Chemistry 'Top of the Bench' competition. As well as participating in local chemistry competitions. Further extension activities are advertised on Teams.

Contact details

For further details, please contact Mrs Spencer-Crabb, Head of Chemistry, at lynzey.spencer-crabb@redhouseschool.co.uk

COMPUTING

Overview

Pupils will work with a variety of software applications and will learn a range of different skills. The year begins with a look at how computers impact our everyday lives, with a particular focus on cyber bullying. We then work through modules on: data modelling with spreadsheets, programming with Scratch, computer networks and further programming with the BBC Microbit and we end the year looking at how digital media influences our lives.

Curriculum Content

Autumn Term:

Impact of Technology: Pupils are given time to familiarise themselves with the school network. It also allows us to discuss appropriate use of the school network, and to update and remind pupils of important online safety issues. Whilst completing this unit, pupils will also learn how to use presentation software effectively. The online safety unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.

Modelling Data: The spreadsheet unit for Year 7 takes pupils from having very little knowledge of spreadsheets, to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress pupils from using basic formulas to writing their own COUNTIF statements. This unit will give pupils a good set of skills that they can use in computing lessons and in other subject areas.

Programming with Scratch: This unit is the first programming unit of Key Stage 3. The aim of this unit is to build pupils' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer pupils the opportunity to expand on their knowledge throughout the unit. All the examples and activities for this unit use the online version of Scratch.

Spring Term:

Computer Networks and the Internet: This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Pupils will develop an understanding of the terms 'Internet' and 'World Wide Web', and of the key services and protocols used.

Summer Term:

BBC Microbit: Pupils will continue to develop their programming skills by examining the BBC Microbit. The unit develops the skills learned in the Scratch module and reinforces the common concepts of variables, iteration and selection.

Using Media: Pupils develop their understanding of IT and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Pupils will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.

Assessment

During the year: Progress tests at the end of each module.

End of year examination: A computer-based exam will cover all topics learned throughout the year.

Supporting MAGT pupils: Extension tasks are built into all modules for more able pupils to extend their learning.

Contact details

For further details, please contact Mr Butterfield, Head of Computer Science & Network Manager, at graeme.butterfield@redhouseschool.co.uk

DESIGN TECHNOLOGY

Overview

Design Technology (DT) is taught in mixed ability, tutor-based classes. Over the course of the year, pupils will work with wood, metal, plastic and textiles, as well as developing drawing and graphical skills.

Curriculum Content

Autumn Term:

Year 7 will start with a 3D drawing project, that will build upon their isometric drawing skills that were introduced in Year 6. There will then be introduction to safe working practices in the DT room. Pupils will gradually be introduced to a range of tools and other equipment that they will be using in their various DT lessons. They will be shown how to safely use them several times before being allowed to use them independently. Pupils will then undertake a textiles-based practical project that will allow them to start to develop their design and practical skills.

Spring Term:

During the early part of the Spring Term, Year 7 will complete the textiles theory that underpins the practical work that they carried out before Christmas. They will briefly revisit their isometric drawing project before starting work on a design task that has a 'metals' theme. This metals-based project will allow pupils to investigate material sources, processing and environmental impact as well as developing the practical skills required to successfully work with metals.

Summer Term:

During the Summer Term, pupils will undertake a graphics-based task which will be based around a theme park. Pupils will be tasked with designing and making a range of merchandise that could be sold in a theme park gift shop. The term will conclude with an investigation into the environmental issues of using natural resources in manufacturing, and what can be done to minimise the environmental impact.

Assessment

During the year:

Assessments will take the form of end of unit tests which will focus upon the work of the last project. These will typically be of a 40-minute duration, to allow pupils with extra time to fully access the material in a standard lesson period.

End of year examination:

There will be an end of year examination which will focus on this year's work, as well as recapping work from earlier years.

Supporting MAGT pupils

Extension activities are built into the projects that pupils undertake. This will stretch and challenge the more able pupils.

Contact details

For further details, please contact Mr Wilkinson, Head of Design Technology, at steven.wilkinson@redhouseschool.co.uk

ENGLISH

Overview

Pupils are taught in mixed ability, tutor-based classes in Year 7 and there are three English classes. There are four timetabled lessons a week and one of those lessons is given over to reading. Pupils work their way through units of work that change each half term and culminate in an end of unit assessment.

Curriculum Content

Autumn Term:

The History of the English Language: In this unit, pupils explore the history of the English language from Beowulf to the Brontes. **Assessment:** Knowledge & terminology tests, spelling-age assessment and comprehension assessment.

Introduction to Shakespeare: In this unit pupils continue their study of the history of the English language by focusing upon Shakespeare and Elizabethan context. **Assessment:** Pupils will write a short essay on a chosen Shakespeare text and complete a reading assessment.

Spring Term:

Identity: In this unit we question: 'Who am I?' focusing upon our given name, developing identity and future aspirations. **Assessment:** Unseen poetry essay.

Science Fiction: In this unit pupils explore the question: 'What if...?' looking beyond new inventions and new events, to show how we might cope with them. **Assessment:** The opening of a science fiction story

Summer Term:

Exam Preparation: This unit is spent reviewing comprehension skills to help pupils prepare for their summer exams. They will also review their creative writing skills using a picture stimulus.

Extended study of a complete text: In this unit pupils will study a complete text and learn how to write a discursive essay. **Assessment:** A reading assessment to assess reading progress made over the year.

Assessment

During the year:

During the year: Pupils will complete an assessment every half term based upon the given topic. They will also complete spelling & reading age assessments and comprehension assessments to monitor progress.

End of year examination:

The summer exam consists of a 1-hour comprehension task & a 45-minute creative writing task using a picture stimulus.

Supporting MAGT pupils

The English department offers a wide variety of enrichment activities to support MAGT pupils, including ISA essay writing competitions, ESU public speaking competitions, theatre visits, annual Readathons, author visits and much more.

Contact details

For further details, please contact Mrs Fryer, Head of English, at colette.fryer@redhouseschool.co.uk

FRENCH

Overview

Pupils develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of French speaking countries as this allows pupils studying French to become both well-rounded and broad-minded young citizens.

Curriculum Content

Autumn Term:

Key themes include: Personal Information, Physical Appearance, Favourite Object, Personality and Family.

Spring Term:

Key themes include: School Subjects, Friends, School and Home.

Summer Term:

Key themes include: Animals and Food (Opinions, Ordering, Recipes)

Assessment

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work or every other unit and will cover all four skill areas.

End of year examination:

End of year examinations cover all content from Year 7 and will assess listening, speaking reading and writing skills.

Supporting MAGT pupils

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games national competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

Contact details

For further details, please contact Mrs Gaunt, Head of French, at celia.gaunt@redhouseschool.co.uk

GEOGRAPHY

Overview

Pupils will build upon geographical skills and knowledge learned in the primary years. They will focus on developing their use of Ordnance Survey maps and the continent of Africa will be the area of the world studied. They will learn about its varied physical and human features and will study one specific African nation.

Curriculum Content

Autumn Term:

Pupils will be learning how to use Ordnance Survey maps at different scales. Skills learned will include compass direction, four and six figure grid references, map symbols, measuring distances and understanding contours to interpret relief.

Spring Term:

Pupils will study the continent of Africa, with a focus on Nigeria. They will learn about the continent's diversity in its landscapes, biomes and people. They will also gain an understanding of Africa's natural resources and how these have not ensured economic development for the whole continent. Population, history and physical features such as the Sahara Desert are also studied.

Summer Term:

Pupils will complete the Africa topic in the lead up to the summer exams. In the final half term there is the opportunity to engage in more enquiry-based learning. We aim to introduce some basic fieldwork skills and the process of writing up an investigation. This may involve a study of local microclimates or a study of the immediate locality (Norton High Street). Depending on the chosen topic each year, there will be theory-based lessons to support this, such as learning about weather and climate patterns in the UK.

Assessment

During the year:

Formative assessments take place continually during class-based and homework tasks. Summative assessments are planned at the end of each topic, usually in the form of an end of unit test.

End of year examination:

The summer exam is based upon all learning in Year 7. It will include questions that test knowledge and understanding and require pupils to demonstrate geographical skills, description, explanation and analysis.

Supporting MAGT pupils

Extension and challenge tasks are provided to encourage more able pupils to stretch themselves. Links to progression towards GCSE are made and pupils are starting to become familiar with the same language as used in the higher-level papers. Independent investigations allow the more able to research and extend their understanding beyond the main objectives.

Contact details

For further details, please contact Mrs Foster, Head of Geography, at faye.foster@redhouseschool.co.uk

GERMAN

Overview

Pupils develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of German speaking countries as this allows pupils studying German to become both well-rounded and broad-minded young citizens.

Curriculum Content

Autumn Term:

Key themes include: Greetings, Introductions, Numbers, the German Alphabet, Talking about Where You Live, Family, Pets, Colours and Birthdays. Through these themes, pupils will be introduced to nouns, genders, articles, regular and irregular verbs. Particular attention will be made to pronunciation and also developing cultural understanding by looking at German speaking countries.

Spring Term:

Key themes include: Sports, Free Time Activities, Technology, School, Telling the Time, Descriptions and Giving Opinions. Through these themes they will look at word order, qualifiers, expressions of frequency, possessive adjectives and prepositions.

Summer Term:

Key themes include: School Subjects and Opinions. In addition, pupils will be introduced to buildings in a town and will discuss what different locations have to offer. They will look at shopping and practise using different forms of currency. Pupils will research different German speaking towns and create a tourist brochure. They will also create a board game to revise topics covered.

Assessment

During the year:

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work covering all four skill areas.

End of year examination:

End of year examinations cover all content from Year 7 and will assess listening, speaking reading and writing skills.

Supporting MAGT pupils

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games national competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

Contact details

For further details, please contact Mrs Garrett, Head of German, at heidi.garrett@redhouseschool.co.uk

HISTORY

Overview

Year 7 begins with the Norman invasion of 1066 and considers the impact it had on English society and culture. The importance of religion, and the significance of the Church in Medieval life is considered before pupils' study the murder of Thomas Becket. Everyday life is then considered before an extended focus on the development of castles completes the year.

Curriculum Content

Autumn Term:

The Norman Invasion of 1066 is studied in the Autumn Term, with pupils considering the strengths and weaknesses of each contender for the throne, before learning about the key battles. They then focus on the consequences of the Norman invasion and the effect they had on the existing society. The role of religion in everyday life is also studied.

Spring Term:

The role of religion continues into the Spring Term, where pupils study the murder of Thomas Becket as part of the conflict between the King and the Church courts. Following this, pupils learn about the lives of the ordinary people, and find out about life in villages and towns, in addition to a study on the origin of our own language. The term ends with an understanding of heraldry, and children have the opportunity to design their own coats of arms.

Summer Term:

The Summer Term lends itself to a study of castles. From their origins at the time of the Norman invasion to their height during the 14th Century, their development is studied along with the different features found in most castles. The year ends with a study of knights, and the tournament.

Assessment

During the year:

Opportunities for formative assessment occur throughout the year. These can take the form of extended projects, or GCSE style questions. Pupils are encouraged to develop examination skills in their extended writing.

End of year examination:

The summer exams provide pupils with the opportunity to demonstrate their knowledge and understanding of the topics covered in Year 7. The questions will be GCSE style to allow pupils the opportunity to develop the skills required to show recall, interpretation and inference. These skills will be built upon in Year 8.

Supporting MAGT pupils

There is a selection of books available for pupils to borrow. Extension tasks in class are also always available. MAGT pupils are encouraged to further develop their extended writing both within lessons and during formative assessment activities.

For further details, please contact Mrs Casey, Head of History, at susan.casey@redhouseschool.co.uk

MATHEMATICS

Overview

Pupils will study topics in line with the national expectations for Year 7 pupils. These are broken down into the main strands of mathematics: Number, Algebra, Ratio & Proportion, Geometry & Measures, Probability and Statistics.

Curriculum Content

Autumn Term:

Topics covered will include: Negative numbers, Sequences and the Nth term, Perimeter, Area & Volume, Decimals, Order of Operations and Rounding.

Spring Term:

Topics covered will include: Averages and Statistical Diagrams, Fractions, Measuring and Drawing Angles, Angle Properties, Co-ordinates and Straight Line Graphs, Converting Fractions, Decimals and Percentages.

Summer Term:

Topics covered will include: Percentages, Probability, Symmetry and 3D Shapes, and Solving Equations.

Assessment

During the year:

3 x 55-minute assessments in class. Each assessment covers the content taught during the first three half terms; Autumn 1, Autumn 2 and Spring 1.

End of year examination:

2 x 60-minute assessments, covering the work covered across the whole year with an emphasis on problem solving and reasoning.

Supporting MAGT pupils

Pupils are always encouraged to complete extension tasks, investigations and challenge questions within lessons where possible. Pupils in Set 1 will take part in the Junior UK Maths challenge.

Contact details

For further details, please contact Mr Palmer, Head of Mathematics, at ian.palmer@redhouseschool.co.uk

MUSIC

Overview

Pupils will study a range of musical styles and develop their ability to learn key words associated with Music. They will have opportunity to develop performance skills on multiple instruments, whilst underpinning essential music theory knowledge. They will listen to a range of music from different eras from classical to modern day pop, as well as studying music from other cultures. They will use a range of musical software to develop composition skills, as well as incorporating singing in most lessons.

Curriculum Content

Autumn Term:

Learning the Elements of Music – Pitch, Tempo, Timbre, Dynamics, Texture, Structure, Rhythm, Articulation. Practical and Listening activities that will enhance pupils' confidence to understand these key words and learn how to identify them in a range of music. They will develop their knowledge of the notes in music theory and on the keyboard to read musical notation and perform simple pieces.

Spring Term:

Continuing with their ability to read and play musical notation, they will develop their confidence performing the ukulele as a class. They will develop finger techniques and learn to read alternative scores of music, as well as developing their ability to work as an ensemble or soloist. From developing their ability to read music and listen to other instruments, pupils will explore music from different cultures, such as Folk music including sea shanties, Traditional English folk tunes, and Folk songs from the British Isles including Ireland and Scotland.

Summer Term:

Pupils will continue their learning of other cultures by exploring rhythm and beat in African drumming. They will develop their music theory knowledge and perform cyclic music in groups. They will develop their composition skills by using musical software to enhance the textures and rhythms. During the final half term, pupils will develop their singing skills in class and learn to perform confidently in harmony. They will sing a range of different songs, incorporating from some topics covered through the year.

Assessment

During the year:

In-class assessments of performance, composition and listening skills. Some peer assessment used.

End of year examination:

Listening test based on skills they have developed over the course of the year.

Supporting MAGT pupils

Lessons use retrieval practice question which are differentiated for all learning styles. All practical tasks also have differentiated levels for gifted pupils and non- performers. Listening tests are based upon GCSE style questions which increase in difficulty as they progress through the school, up to GCSE. Choir, Orchestra and the Production Club is run regularly for pupils to continue their development and love of music.

Contact details

For further details, please contact Mrs Brown, Director of Music, at catherine.brown@redhouseschool.co.uk

PSHE & RSE

Overview

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Also, how to make responsible, informed decisions, for example in relation to drugs, alcohol and sexual consent; to understand the causes, implications and sources of help for mental and physical health problems; and to guide them in their career planning and financial future.

Our Relationships and Sex Education (RSE) programme is an integral part of the school curriculum, embedded chiefly within the School's framework for PSHE and Science. At Red House School, we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships, including, friendships, intimate, sexual and committed relationships and family life. We believe that RSE is vital to equip children with the information, skills and values they need to have safe, respectful and enjoyable relationships.

The Year 7 scheme below provides guidance on the order of topics and objectives to be covered. However, this may vary due to the opportunity and availability of external speakers, e.g. Hart Gables, Arch Teesside, Police Education Liaison Officer, as well as adapting to the needs of the pupils.

Other national events will also be covered, for example, National Fitness day (September), Recycle Week (September), Black History Month (October), World Mental Health Day (October), World Kindness Day (November), Anti-Bullying Week (November), Safer Internet Day (February), Children's Mental Health Week (February), Women's History Month (March), World Environment Day (June), during Tutor Time, assemblies or PSHE lessons.

Curriculum Content

Autumn Term: Health & Wellbeing

What is PSHE? Introduction Lesson; What Do We Mean by a 'Healthy Lifestyle'? How Do I Know If I'm Eating Healthily? What Are the Consequences of Not Living Healthily? What's the Big Deal About Energy Drinks? How Can I Commit to a Healthy Life? Living A Healthy, Active Life and Exercising; Why Is Smoking So Bad for Us? E-Cigarettes & Vaping; How Dangerous Are Drugs and What Are the Different Types? Puberty – What Can I Expect, What's Normal and Why Does It Happen? Periods, the Menstrual Cycle – What Do I Need to Know? How Can We Keep Good Mental Health?

Spring Term: Living in the Wider World

Aspirations; The Importance of Self-Esteem; Wants and Needs; An Introduction to Prejudice and Discrimination: Racism and Stereotypes; An Introduction to Being Ethical: Ethical Consumers; What Is Budgeting; How Can I Create a Personal Budgeting Plan? What Are Savings, Loans and Interest rates? What Are Financial Products? What Are the Different Kinds of Financial Transactions?

Summer Term: Relationships

Maintaining Genuine Friendships and Avoiding Toxic Ones; Families and Different Long-Term Commitments (Marriage/Civil Partnerships); Romance, Love, New Feelings and Teen Relationships; Bullying or Banter – What Is and What Isn't Acceptable? How Can We Prevent Online Bullying? How Can We Keep Safe and Positive Relationships? What Does It Mean To Be A British Citizen? What Is Online Radicalisation and Why Is It A Problem? FGM – What Is It, Why Is It So Serious? and What Can We All Do to Help?

Assessment

During the year:

Formative assessment is used during each lesson through questioning and planned activities, which may be practical, verbal or written.

End of year examination:

Not applicable. There is no end of year examination in PSHE & RSE.

Supporting MAGT pupils

At Red House, we recognise the need for the same high expectations of the quality of pupils' work in PSHRE as for other curriculum areas. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Contact details

For further details, please contact Miss Thompson, Head of PSHE and RSE, at claire.thompson@redhouseschool.co.uk

PHYSICAL EDUCATION & GAMES

Overview

PE & Games provides a unique and vital contributor to a pupil's physical and development and well-being. It is highly regarded at Red House that PE & Games play a major role in helping pupils achieve their full potential.

The main focus of Games lessons in Year 7 is to improve basic skills required to play each game and to develop a solid understanding of rules and tactics in a competitive environment. Games lessons take place on Monday and Wednesday afternoons and are taught in single-sex sessions. All pupils will have the opportunity to participate in House competitions which take place towards the end of each season. During mixed PE lessons, pupils will learn about movement in a wider range of physical activities such as health-related fitness and gymnastics. The range of PE activities will change every half term throughout the academic year.

Curriculum Content

Autumn Term:

For boys, the focus on team games will mainly involve rugby and hockey, and the girls will concentrate on netball and hockey. During single PE lessons, pupils will be involved in smaller units of work including handball and health-related fitness.

Spring Term:

For boys, the focus on team games will mainly involve hockey and football, and they will also have the chance to play rugby 7s. The girls will concentrate on netball and hockey, and there will also be an opportunity to participate in football and rugby taster sessions. During single PE lessons, pupils will be involved in smaller units of work including basketball and gymnastics.

Summer Term:

For boys, the focus on team games will mainly involve cricket and tennis, and the girls will concentrate on cricket, tennis and rounders. In preparation for ISA events and Sports Day, pupils will be taught a wide range of athletics events and their performances will be monitored and recorded. During single PE lessons, pupils will be involved in smaller units of work including tennis and rounders

Supporting MAGT pupils

All pupils are encouraged to engage in the co-curricular sports clubs on offer and PE staff can also provide information to feed pupils into our local sports clubs. Pupils who attend lunchtime clubs will also be given the opportunity to participate in fixtures against other local schools throughout the season. Where applicable, pupils have the opportunity to participate in District, County, Regional and National competitions. In addition to this, our more talented players will get the chance to play in competitions beyond their own age category with older year groups.

Contact details

For further details, please contact Mrs Sweeney, Head of PE and Games, at marie.sweeney@redhouseschool.co.uk

PHYSICS

Overview

Pupils learn to work scientifically to build skills, such as, data collection and analysis, draw conclusions, interpret information and apply knowledge to novel contexts. Activities will include planning an investigation, graphical drawing and the interpretation of data, as well as introducing a research project.

Curriculum Content

Autumn Term:

Forces – Types of Forces, How to Measure Forces, Effects of Forces, Investigating Springs, Pressure and Friction.

Spring Term:

Energy – Energy from Food, Energy Changes, Fuels and Renewable Energy Resources.

Summer Term:

Electricity and Magnetism – Building Circuits, Measuring Current and Potential Difference, Resistance, Magnetic Fields and Electromagnets.

Assessment

During the year:

Formative assessments occur continually in lessons and homework, through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer-mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be short assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

End of year examination:

The end of year examination will be a 1 hour written paper that will assess all work covered from the start of Year 7. This will include a variety of questions that include working scientifically skills and application of knowledge and calculations.

Supporting MAGT pupils

Pupils are encouraged to complete extension and challenge tasks in lessons. Investigation and research work allow pupils to extend their interest in a topic beyond the key requirements of the task. We also utilise university and museum outreach online lectures/activities, where possible, to extend learning.

Contact details

For further details, please contact Mrs Gresswell, Head of Science & Head of Physics, at julie.gresswell@redhouseschool.co.uk

RELIGIOUS STUDIES

Overview

Religious Studies enables children to investigate and reflect on some of the most fundamental questions asked by people. At Red House School we develop the children's knowledge and understanding of the major world faiths and other world views, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable the pupils to develop a sound knowledge of not only Christianity, but also of other world religions. The academic study of religion is at the centre of teaching and learning.

Curriculum Content

Autumn Term:

Pupils will consider the key elements of religions and world views. They will learn that Christianity, Islam and Hinduism are local, as well, as global examples of religious world views. They will learn about the world views of Humanists and those who are spiritual but not religious. The focus is being able to explain the nature of religion in its varied expressions. Later in the term, pupils will examine how religious beliefs have developed over time. They will cover the following key questions: What are myths and beliefs? Why did myths and beliefs develop? How are ancient myths and beliefs linked to religions followed today?

Spring Term:

Pupils will study the foundations of Christianity; they will learn about the religious language specific to Christianity, key events in the life of Jesus and how these beliefs are evident in Christian practices.

Summer Term:

Pupils will start to examine the religion of Islam; their focus will be on Islamic beliefs and practices. Additionally, they will study the history of the Sunni and Shi'a split and the subsequent diversity in beliefs and practices within Islam.

Assessment

During the year:

Pupils undertake summative assessments at the end of each unit, approximately every half term. These will usually take the form of an 'open book' timed assessment. Each assessment is focused on Assessment Objective 1 - Knowledge and Understanding of Religion, and Assessment Objective 2 - Analyse and Evaluate Aspects of Religion and Belief.

End of year examination:

The exam will consist of questions that will assess their knowledge and understand of religion and worldviews. The examination will also include questions which will assess pupils' ability to evaluate and analyse aspects of religion and belief.

Supporting MAGT pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. They will be given specific activities designed to develop excellent exam technique ensuring they are confident in answering exam questions. A co-curricular online club delivered by the Royal Institute of Philosophy – 'An Introduction to Philosophy' is open to all pupils.

Contact details

For further details, please contact Ms Roberts, Head of Religious Studies, at lara.roberts@redhouseschool.co.uk

SPANISH

Overview

Pupils develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of Spanish speaking countries, as this allows pupils studying Spanish to become both well-rounded and broad-minded young citizens.

Curriculum Content

Autumn Term:

In the Autumn Term, pupils in Spanish will explore a number of introductory themes including: Key Greetings, Numbers, Dates, Colours, Basic Opinions and Classroom Items.

Spring Term:

In the Spring Term, pupils will focus on the following themes: Higher Numbers, Family, Descriptions & Personality Traits and Hobbies.

Summer Term:

Key topics in the Summer Term include: Accommodation, Your Area, Your Ideal House and Helping Around the House

Assessment

During the year:

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work.

End of year examination:

End of year examinations cover all content from Year 7 and will assess listening, speaking reading and writing skills.

Supporting MAGT pupils

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games National Competition. In addition, we subscribe to the website 'Linguascope', which can be used for independent language reinforcement.

Contact details

For further details, please contact Mr Heron, Head of Spanish, at stephen.heron@redhouseschool.co.uk

HOMEWORK

At Red House School, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

The following table is a guide for parents and pupils, of the School's broad expectations of the amount of homework time expected of pupils of different ages in the Senior School:

Years 7, 8 & 9	Approximately 30 minutes on each subject per week. Normally there are two or three homework's each evening.
Years 10-11	Pupils should do 1-1.5 hours homework per day on set work and non-directed learning.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary, but this should decrease as their child gets to approximately Year 8/9, when s/he should be exhibiting a more independent approach to learning.
- Make it clear to their child that they value homework, and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 6 to 9, and to use the pupil planner to communicate any problems to the form tutor or, if necessary, contact the tutor directly at school.

It usually takes pupils a few weeks to settle into the routine of doing homework and we are aware that this can be a stressful time. Teachers will be sympathetic to any problems in these early weeks and pupils should be encouraged to discuss any difficulties with the subject teacher or with their form tutor.

Prior to school examinations or assessments, it is expected that homework will increasingly focus on revision and study skills. Academic and pastoral staff will advise on appropriate techniques and all Year 7 pupils be given further guidance on Study Skills ahead of the summer examinations. Useful information can also be found in the pupil planner.

Homework facilities in school

Pupils may stay for Tea and Prep, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff and take place in the Dining Hall or the Library.

There are 2 sessions: the first Tea and Prep 1 (T&P1) is from 4pm until 5.15pm and the second Tea and Prep 2 (T&P2) is from 5.15pm until 6pm.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Miss Ward at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for tutors can also be written into the pupil planner.

Subject Teachers

A direct approach is usually the quickest and most effective way to resolve issues about academic progress, homework, etc.

Form Tutors

The first point of contact for any pastoral or disciplinary concerns. Also, for academic concerns that relate to more than one subject.

Heads of Department

For concerns about a specific subject that cannot be resolved by the subject teacher.

Head of Years 6-8 (Mrs Susan Casey)

For academic or pastoral concerns that cannot be resolved by the Form Tutor.

Susan.Casey@redhouseschool.co.uk

SENCo (Mrs Eileen Auty)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

Eileen.Auty@redhouseschool.co.uk

Director of Wellbeing and Pastoral Care (Mrs Sam Lindsay-Symington)

Mrs Lindsay-Symington is the School's Joint Designated Safeguarding Lead (DSL), and has overall responsibility for all wellbeing and pastoral matters.

Sam.Lindsay@redhouseschool.co.uk

Assistant Head (Academic) (Ms Lara Roberts)

Ms Roberts is the line manager of the Heads of Department and has responsibility for all curriculum and academic matters.

Lara.Roberts@redhouseschool.co.uk

Deputy Head and Head of the Senior School (Miss Claire Thompson)

Miss Thompson is the School's Joint Designated Safeguarding Lead (DSL), and has overall responsibility for disciplinary matters.

Claire.Thompson@redhouseschool.co.uk

Head (Dr Rebecca Ashcroft)

Oversight of all academic, pastoral, operational and disciplinary matters in school and line manages the Senior Management Team (SMT).

Rebecca.Ashcroft@redhouseschool.co.uk